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ABSTRACT

This book discusses the inclusion of students with disabilities in general education classrooms and describes strategies that enhance the social success and educational achievement for all students. Section 1 provides an introduction to inclusion and contains the following chapters: "Rationale for Inclusive Schooling" (Anastasios Karagiannis and others); "Historical Overview of Inclusion" (Anastasios Karagiannis); and "Inclusion as a Force for School Renewal" (John O'Brien and Connie Lyle O'Brien). Section 2 discusses basic strategies and includes: "Ten Crucial Elements for Creating Inclusive and Effective School Communities" (C. Beth Schaffner and Barbara E. Buswell); "MAPS, Circles of Friends, and PATH: Powerful Tools To Help Build Caring Communities" (Marsha Forest and others); "Practical Strategies for Communicating with All Students" (Maureen Smith and Diane Lea Ryndak); "Administrative Strategies for Achieving Inclusive Schooling" (Daniel D. Sage); and "What Do I Do Monday Morning?" (Mary A. Falvey and others). Section 3 focuses on collaboration and contains: "Friendships as an Educational Goal: What We Have Learned and Where We Are Headed" (Jeffrey L. Strully and Cindy Strully); "Facilitating Friendships" (Kathryn D. Bishop and others); "Student Collaboration: An Essential for Curriculum Delivery in the 21st Century" (Richard A. Villa and Jacqueline S. Thousand); and "Collaboration, Support Networking, and Community Building" (William Stainback and Susan Stainback). Section 4 discusses curriculum considerations and includes: "Curriculum in Inclusive Classrooms: The Background" (Susan Stainback and William Stainback); "Learning in Inclusive Classrooms: What About the Curriculum?" (William Stainback and others); "Designing Inclusive Curricula Right from the Start: Practical Strategies and Examples for the High School Classroom" (Cheryl M. Jorgensen); "Choosing Options and Accommodations for Children (COACH): Curriculum Planning for Students with Disabilities in General Education" (Michael F. Giangreco); "Celebrating Diversity, Creating Community: Curriculum That Honors and Builds on Differences" (Mara Sapon-Shevin); and "Community Learning in Inclusive

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Schools" (Michael Peterson). Section 5 describes behavioral considerations and includes: "Strategies for Managing an Inclusive Classroom" (Annette Iverson); "Support and Positive Teaching Strategies" (Wade Hitzing); "A Functional Approach to Dealing with Severe Challenging Behavior" (David P. Wacker and others); and "Some Notes on Positive Approaches for Students with Difficult Behavior" (Herbert Lovett). The final section contains: "Inclusion and the Development of a Positive Self-Identity by Persons with Disabilities" (Susan Stainback and others); "Gaining and Utilizing Family and Community Support for Inclusive Schooling" (Lynne C. Sommerstein and Marilyn R. Wessels); and "Concluding Remarks: Concerns about Inclusion" (Susan Stainback and William Stainback). (Each chapter includes references.) (CR)

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